

STUDENTS' DIFFICULTIES IN LISTENING TO THE DIALOGUE

A Thesis

Submitted to the English Department as a Particular Fulfillment of
Requirement for S1- Degree



Study Program : English Education

Advisor : Dr. Melinda Roza, M.Pd

Co-Advisor : Yulan Puspita Rini, M.A

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2020/2021**

ABSTRACT
STUDENTS' DIFFICULTIES IN LISTENING TO THE DIALOGUE

BY:
DENI IRAWAN
1611040225

The aim of the research was to found out the difficulties encountered by the students in listening comprehension toward the dialogue from four factors; listening material, listener, delivery and physical setting. The second aim was to found out the factors that influenced students' difficulties in listening to the dialogue. Descriptive qualitative method was used to analyze the difficulties faced by the students and factors influence their difficulties in it. The research was conducted in SMAN 1 Liwa.

The population of the research was twelfth grade students in second semester of SMAN 1 Liwa in the academic year 2020/2021. Purposive sampling technique was used to select one class that consist of 30 students as the subject of the research. Data was gathered by questionnaire and interview while observation during listening was used to confirm students' answer.

The result of students' difficulties in listening to the dialogue showed that listening to the dialogue is difficult skill for students who study foreign language. The difficulties students encountered was divided into four categories; material, delivery, listener, and physical setting and there were two factors influence their difficulties; internal factor and external factor. Therefore, unfamiliar words, unfamiliar topic, accent, pronunciation, lexical density, anxiety, and defective equipment were major problems encountered by twelfth grade social 3 students of SMAN 1 Liwa.

Keywords: Listening comprehension, listening difficulties, listening factor, listening to the dialogue.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289 Kode pos 35131

APPROVAL

Title : STUDENTS' DIFFICULTIES IN LISTENING TO THE DIALOGUE

Student's Name : DENI IRAWAN

Student's Number : 1611040225

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung.

Advisor,

Co-Advisor,

Dr. Melinda Roza, M.Pd
NIP: 197301272005012003

Yulan Puspita Rini, M.A
NIP: 19860711201532003

**The Chairperson
of English Education Study Program**

MEISURI, M.Pd
NIP: 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **“STUDENTS’ DIFFICULTIES IN LISTENING TO THE DIALOGUE”**, by: **DENI IRAWAN, NPM: 1611040225**, Study Program: **English Education**, was tested and defended in the examination on: **Thursday, April 29th 2021.**

Board of Examiner:

Chairperson

: Iwan Kurniawan, M. Pd

(.....)

Secretary

: Dr. Nur Syamsiah, M. Pd

(.....)

Primary Examiner

: Dewi Kurniawati, M. Pd

(.....)

Secondary Examiner

: Dr. Melinda Roza, M. Pd

(.....)

Tertiary Examiner

: Yulan Puspita Rini, M. A

(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

/ Prof. Dr. Hj. Nirva Diana, M. Pd.

NIP: 19640828 198803 2 002

DECLARATION

Hereby, I state this thesis entitled “Students’ Difficulties in Listening to the Dialogue at the Second Semester of the Twelfth Grade of SMAN 1 Liwa in the Academic Year 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, Maret 2021

Declared by,

Deni Irawan

NPM.1611040225

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾
وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

The Meaning :

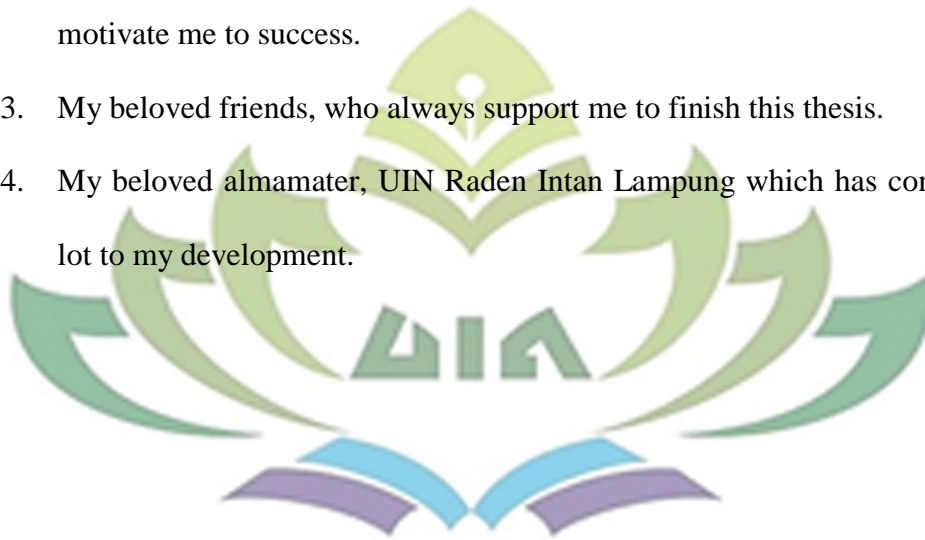
“The in fact with difficulty there is convenience. So when you have finished (of an affair), keep working hard (for other matters) and only in God you hope” (Al-Insyirah : 5-8).



DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Abdul Azid and Mrs. Siti Rokayah who always pray, support and guide me to be success in my study and in my life.
2. My beloved brother and sister, Rojak Kuswara and Riris Ariska who always motivate me to success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

The researcher's name is Deni Irawan. He is called boril. He was born in Pasundan Jaya on november 01st, 1997. He is the second child of Three children of Mr. Abdul Ajid and Mrs. Siti Rokayah. He has one beloved elder brother and a younger sister, their names are Rojak Kuswara and Riris Ariska.

The researcher began his study in Elementary school at SDN 4 Way Tuba in 2003 and graduated in 2009. Then, he continued his study in Junior High School at SMPN 4 Way Tuba and graduated in 2012 After that, he continued his studied at SMAN 1 Way Tuba and graduated in 2015. Then, in 2016, he continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

First of all, praise to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “Students’ Difficulties in Listening to the Dialogue” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Meisuri, M.Pd the chairperson of English Study Program at UIN Raden Intan Lampung.
3. Dr. Melinda Roza, M.Pd., the first advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.

4. Yulan Puspita Rini, M.A., the second advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the writer since the first of his study.
6. Drs. H. Aruji Kartawinata, M.Pd.I., the headmaster of SMAN 1 Liwa for allowing the researcher to conduct the research.
7. Dwi Krismawati, S.Pd, the English Teacher of SMAN 1 Liwa who has helped and given suggestion during the research process; and the students of the Twelfth Grade of SMAN 1 Liwa for being cooperative during the research.
8. My beloved family, who always give motivations, prays and supports on completing this undergraduate thesis.
9. My beloved friend, Bagus, Amar, DK, Edo, Intan, Ivan, Kirana, Kristia, Hasim, Lizai, Ratih, Reza Prayuda, Santo, Teuku, etc, who always gives motivation, love, and support on completing this undergraduate thesis.
10. English education class D has been being my biggest support since 2016 until now.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, Maret 30th 2021
The Researcher,

Deni Irawan
Npm.1611040225

TABLE OF CONTENT

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xv
 CHAPTER I. INTRODUCTION	
A. Background of the Problem	1
B. Identification of the problem.....	6
C. Limitation of the Problem	6
D. Formulation of the Problem	7
E. Objective of the Research	8
F. Significance of the Research.....	8
G. Scope of the Research	9
 CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Theory	10
1. Listening.....	10
a. Concept of Listening	10
b. Definition of Listening	12
c. Listening Comprehension	13
d. Listening Difficulties	13
e. Listening Purpose.....	19
f. Kinds of Listening.....	21
2. Dialogue	23
a. Definition of dialogue	23
b. Dialogue Position in Listening	24
c. Students' Difficulties in Listening to the Dialogue.....	25
B. Relevance Research	25
C. Conceptual Framework	28
 CHAPTER III RESEARCH METHOD	
A. Research Design.....	30
B. Population Sample and Sampling Technique	31
1. Population	31
2. Sample.....	32
3. Sampling Technique	32

C. Data Collecting Technique.....	33
1. Observation	34
2. Questionnaire	34
3. Interview	35
D. Research Instrument.....	36
1. Observation	36
2. Questionnaire	36
3. Interview	37
E. Research Procedure.....	38
F. The Trustworthiness of Data Analysis	38
G. Data Analysis Technique	40

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Findings.....	42
1. Data Reduction	42
2. Data Display	48
3. Conclusion Drawing	75
B. Discussion	82
1. Students' difficulties in listening to the dialogue.....	83
2. Factor influence students' difficulties in listening.....	85

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	91
B. Suggestion.....	91
1. For the Teacher.....	92
2. For the Students.....	92
3. For further Research.....	93

REFERENCES

APPENDICES

LIST OF TABLES

	Page
Table 3.1 The Number of The Students at the Second Semester of the Twelfth Grade of SMAN 1 Liwa	32
Table 4.1 The Result of Observation Sheet.....	49
Table 4.2 The Result of Questionnaire about Listening Material	51
Table 4.3 The Result of Questionnaire about Listener.....	57
Table 4.4 The Result of Questionnaire about Physical Setting and The Delivery.....	65



LIST OF FIGURE

	Page
Figure 1 Figure of Data Analysis Technique	41



LIST OF APPENDICES

	Page
Appendix 1 Observation Sheet.....	98
Appendix 2 Questionnaire.....	101
Appendix 3 Interview.....	105
Appendix 4 Syllabus	107
Appendix 5 Transcript of Interview	119
Appendix 6 Students' Listening Score.....	125
Appendix 7 Letter of Research's Permission.....	127
Appendix 8 Photos of The Research.....	128
Appendix 9 Result of Observation.....	137
Appendix 10 Result of Questionnaire.....	140



CHAPTER I

INTRODUCTION

A. Background of the Problem

There are some skills in learning English as foreign language and one of them needs to be priority and that one is listening. Listening in language teaching of the four skills (reading, writing, listening and speaking) recognised as the keys to 'knowing' a language.¹ It also known as language input for the learners in foreign language learning.² It means that listening is a crucial skill that must be learned and mastered in learning English as foreign language. It can allow students to learn new words, learn how to use words in appropriate situation, and allow them to learn how to spell the words and its meaning at once.

Students cannot respond if they do not understand the speakers. Rost stated that listening is catching or receiving what the speaker actually says.³ It can be construed that by learning listening the students will not freeze when somebody speaks to them because the students will be able to understand English that the speakers have spoken thoroughly or it could be simply said that listening will enable the students to communicate properly, meaningfully, naturally, and globally in their life. It is in line with River who stated that listening as a skill of language plays an important role in daily communication.⁴

¹JJ Wilson, *How To Teach Listening*, (Edinburg: Pearson Longman, 2008), 17.

²Michael Rost, *Teaching and Researching Listening*, 2nd Edition (London: Pearson Education Limited, 2011), 5.

³Ibid., 2.

⁴W.M, River and Temperly, *A Practical Guide to the Teaching of English as a Second or Foreign Language*, (New york: Oxford University, 1978), 62.

It means that by learning listening, teachers will certainly improve students' communication skill in which very useful skill for their future. Listening can improve students communication skill because once listening to English becomes habits of the students and they listen to various topics so more likely they become more active in English subject. They will become better listeners. They will understand what have been spoken by the native speakers.

When the students do listening, they will have infinity language input. In another word, listening will make students' vocabulary richer, it will encourage them to speak, and it will allow them to imitate the way speakers speak, it will also allow them to know in what context the vocabulary can be spoken. It means that by listening, the students will become good not only towards listening itself but also speaking at once. Simply, they will be good at communication. Therefore, they will get the habit to communicate with their friends in English language in their daily life because theoretically they will practice what they have heard especially if the topics relate to them. Furthermore, if they master listening and communication skill in english. It will allow them to do communication globally.

In order to accomplish the goal have been mentioned, the teachers need a good preparation which involves time, a good strategy, and material. They need a particular material. It is impossible to talk like songs the students hear or lecturers because there is no interaction or respond in the songs or lecturers. Meanwhile, communication in natural environment there must be the respond of someone we talk to or vice versa. Song and lectures contents do not have responds nor interaction in it. therefore, the students should listen to the material that relates to communication.

Dialogue is one of communication tool. It means that dialogue can be the material of listening that will increase not only the students' listening ability but also their communication ability. Brennan stated that dialogues are

conversations between two participants.⁵ It is proved that dialogue involves interaction between person to person in talking about one topic. Thus, in order to respond the speakers the students should master listening because they should understand what the speakers are saying.

As a tool in communication dialogue can be used to make students' communication skill get better. According to Ur "Dialogue is a good way to get learners to practice saying target language utterances without hesitation within a wide variety of context".⁶ It means that the use of dialogue as material in listening will lead the students to communicate in English with their friends. Moreover, it will encourage them to speak to the native without hesitation. Therefore, it can be concluded that listening to the dialogue is crucial for students. It must be taught at the school because the teachers will not only improve the students' listening ability but also speaking and their communication skill simultaneously or in idiom we know it as "kill two birds with one stone". Furthermore, mastering listening to the dialogue will be useful not only for daily communication. But, it will be useful for National Examination (UN), TOEFL, and global communication as well.

From the definition above, it can be concluded that dialogue is important material in listening. It has a bunch of advantages for the students. The importance of listening to the dialogue itself can be seen at syllabus in appendix 4. Therefore, it is very important to have listening to the dialogue. But, the facts show that most of the students still encounter difficulties in listening to the dialogue. Rainy in his research found out that listening to short dialogue is the most difficult part of the TOEFL test in listening section.⁷ It means that there are so many difficulties that students encounter in listening to

⁵Susan E. Brennan, *Dialogue and Conversation*, (London: Sage Publications, 2010), 1.

⁶Penny Ur, *A Course in Language Teaching: Practice and Theory*, (UK: Cambridge University Press, 2009), 32.

⁷Rainy, Ikhsanudin, and Sumarni, "Analyzing Students' TOEFL Listening Comprehension Test Performance" (Thesis, University of Tanjungpura, 2018), 6.

the dialogue. Therefore, students' difficulties in listening to the dialogue need to be further researched.

Based on preliminary research conducted in SMAN 1 Liwa, the researcher found that the students still faced a lot of difficulties when the students listening to the dialogue from audio cassette or recorded material. Whereas, the school is one of the best senior school in Liwa, it has A accreditation. The school has good facilities but still the students face difficulties in listening to the dialogue. Moreover, Dwi Krismawati as English teacher in SMAN 1 Liwa said that listening to the dialogue had a small portion and the students seldom practiced listening at the school. Therefore, whenever the students were given tasks about listening to the dialogue of recorded material by the teacher. Most of the them got difficulties.⁸ Then, by overcoming the difficulties of students in listening to the dialogue, the success would be achieved on the path to effective communication but difficulties in listening to the dialogue would be able to be solved if the teachers know what the difficulties in listening to the dialogue. Therefore, the researcher wants to give a help for the teachers and students to get to know about it. After they know their difficulties, they certainly will get better in listening to the dialogue and the advantages of dialogue in listening are in their hand. Thus, the researcher is interested to do a research entitled: *"Students' Difficulties in Listening to the Dialogue at Twelfth Grade Students of SMAN 1 LIWA in the academic years 2020/2021"*.

There have been several previous researches disscussing about difficulties in listening, Firstly, the research concluded by Darti entitled *"Analyzing Students' Difficulties Towards Listening Comprehension in State Islamic University of Alauddin Makassar of English Education Department of*

⁸Dwi Krismawati, "Students' Difficulties in Listening to the Dialogue", Interview, March 3rd, 2020.

Tarbiyah and Teacher training Faculty Academic year 2016/2017". This research was to found out the problems encountered by the students in listening.⁹ Secondly, the research was done by Raihan Maulida in 2018 entitled "*An Analysis of Students' Difficulties in Learning Listening*". This study was aimed find out the difficulties that mostly faced by students in learning listening at SMAN 11 Banda Aceh. The result had four major problems in learning listening. Respondents admitted that listening was frequently neglected in their school, it was only taught twice or three times in one semester. Also, the unavailability of adequate facilities in the school added their adversity. Two more problems faced by students in SMAN 11 Banda Aceh were limited vocabulary and paralinguistic issues. Students sometimes encounter unfamiliar words which caused them to stop and think about the meaning of those words and they missed the next part of the speech. In the same way, paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation caused students difficulties while doing listening exercises.¹⁰

The difference of this research among the previous researches were this research focus on analyzes difficulties in listening to the dialogue from recorded material encountered by twelfth grade students of SMAN 1 Liwa based on Wilson's theory. Then, defined which factors influence their difficulties based on Hermawan's theory. Thus, this research revealed students' difficulties in listening to the dialogue and factors influence their difficulties. Considering the elucidations above, the researcher was interested in conducting the research in listening difficulties towards the dialogue. Thus, the research entitled: "*Students' Difficulties in Listening to the Dialogue at*

⁹Darti, "Analyzing Students' Difficulties towards Listening Comprehension" (Thesis, UIN Alaudin, 2017), 4.

¹⁰Raihan Maulida, "An Analysis of Students' Difficulties in Learning Listening", (Thesis, UIN Ar- Raniry, 2018), 33.

Twelfth Grade Students of SMAN 1 Liwa in the academic years 2020/2021” was coming up.

B. Identification of Problem

Based on the background of the problem, listening to the dialogue is very essential for students. Its advantages such as; enriching vocabulary, learning to use vocabulary appropriately, learning foreign language in natural setting (accent, grammar, pronunciation, intonation, and other linguistics of the native speakers), and improving their listening and speaking skill simultaneously. Therefore, those can make them good at communication. Nevertheless, listening to the dialogue was considered difficult for a lot of students. This opinion is supported by Krismawati and other previous researchers. They said that listening to the dialogue was difficult for students and had small portion of attention in the school. They also found out that the most difficult part in listening was dialogue. Thus, the problem in this research was to find out what difficulties did twelfth grade students encounter in listening to the dialogue and then defined which factor influenced their difficulties in it.

C. Limitation of the Problem

In order to make this research manageable and focus, the researcher focused this research on students’ difficulties in listening to the dialogue of recorded material. The researcher only focused on difficulties related to the material, the listener, the delivery or speaker, and physical setting based on Wilson’s theory. Then, define which factor influence students’ difficulties based on Hermawan’s theory.

1. Dialogue in recorded material is a recorded conversation that consist of 2 speakers. The conversation commonly has a man and a woman who talk to each other about some different topics such as place, schools, vacation, lectures, and other common topics which relate to daily activity. One speaker usually speaks once for these both 2 people and there will be a third speaker who gives a question about what was said or implied by the speakers. The media are commonly CD/cassette.
2. Material or message is a material (in this case, dialogue of recorded material) that teachers pick to be given to their students as material for the learning listening process.
3. Listener are people who listen to the material picked by the teachers. In this case, the listener are the twelfth grade students in social 3 class that listen to the material given by the teacher.
4. The delivery relate to the delivery or the speaker speaks too fast or not, pronunciation and the accent of the speaker clear or not.
5. Physical setting relate to the environment of the listener such as hot temperature of the room, background noise, and defective equipment.

D. Formulation of the Problem

Based on the background and the limitation of the problems presented above, the research questions of this problem can be formulated as follows:

1. What difficulties do twelfth grade students of SMAN 1 Liwa encounter in listening to the dialogue?
2. What factors influence difficulties at twelfth grade students of SMAN 1 Liwa in listening to the dialogue?

E. Objective of the Research

Based on the research questions above, the objectives of the research were:

1. To describe the difficulties encountered by twelfth grade students of SMAN 1 Liwa in listening to the dialogue.
2. To define which factor influence difficulties at twelfth grade students of SMAN 1 Liwa in listening to the dialogue.

F. Significance of the Research

The significances of the study were explained as follows:

1. Theoretically

This research can be used as a reference for the writer who has an interest and conducts the similar research.

2. Practically

It includes two main focuses from knowing the students' difficulty in listening to the dialogue. They are:

a. Significance for Students

Awareness of the factors that influence their difficulty so that the students will study hard to improve their listening and practice their listening in order to become better listener. Further more, English is a tool of international communication. Therefore, it is important to know what is the difficulty of listening to the dialogue so that they know how to solve their difficulty and develop their listening.

b. Significance for the Teachers

Hopefully, this research helps the teachers to guide their students in listening to the dialogue because the teachers know what

difficulties faced by the students. Then, the teacher can handle their students easily and achieve the goal of teaching. It was also hoped that finding about students' difficulties provides English teacher with some guideline for material evaluation and selection.

G. Research Scope

1. The Subject of the Research

XII grade social 3 students of SMAN 1 Liwa was the subject of the research.

2. The Object of the Research

The object of this research were difficulties encountered by students in listening to the dialogue at the twelfth grade social 3 students of SMAN 1 Liwa and factors influence their difficulties.

3. The Place of the Research

This research was conducted in SMAN 1 Liwa.

4. The Time of the Research

This research was conducted in the academic year of 2020/2021.

CHAPTER II

THEORITICAL FRAMEWORK

A. Theory

1. Listening

a. Concept of Listening

Listening is about understanding what people say. According to Broughton, Listening is a process a receptive skill is involved in understanding the message.¹¹ In addition, Schultz stated that listening is becoming deeply engaged in understanding what a person has to say through words, gesture, and action. Listening is fundamentally about being in relationship to another and through this relationship supporting change or transformation. By listening to others, the listener is called on to respond.¹² It means that in order to comprehend the intent of the speaker, the listener has to get the basic knowledge or same background with a native speaker, so that communication is able to run well.

In listening the listeners will not only learn speaking and listening they may figure out the meaning by themselves. According to Nation and Newton, listening is not just learning to talk, but rather that learning a language is building a map of meaning in the mind.¹³ In addition Field stated that listening is very individual activity. A speaker does not

¹¹Geoffrey Broughton, et al. *Teaching English as Foreign Language*, 2nd ed (New York: Routledge, 1980), 65.

¹²Katherine Schultz, *Listening: A Framework for Teaching Across Differences*, (New York: Columbia University, 2003), 9.

¹³I. S. P. Nation and Jonathan Newton, *Teaching ESL/ELF Listening and Speaking*, (New York: Roudledge, 2009), 38.

implant a message in the listener's mind. The listener has to remake the message: trying to gauge what speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals.¹⁴ Based on several explanations above, it can be concluded that listening is one of individual activity that uses a map of meaning in the mind. Listener tries to imagine of what speakers means, seems relevant to the listener's own goals.

Listening is passive skill but often viewed as active skill. Siegel stated that listening is often viewed as both active and complex because listeners must continually construct the meaning based messages they receive. Although listening has sometimes been referred to as a passive skill or in contrast to speaking, it is a constructive process in which the learner is an active participant. The listener must construct and interpret a speaker's meaning by activating their own background and linguistic knowledge as well as attending to the speaker's intentions.¹⁵ It can be construed that listening is one of passive skill or in contrast to speaking but often viewed as both active and complex because in the process of listening, the listener must construct speaker's meaning by their own consideration.

By the definitions above, it can be concluded that listening is the ability of one individual in understanding the message from what a person has to say through words, gesture, and action. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals. Then, after the listeners are succesfull to

¹⁴John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2009), 37.

¹⁵Josep Siegel, *Exploring Listening Strategy Instruction through Action Research*, (London: Palgrave Macmilan, 2015), 25.

understand what is the speaker's intentions, the listener can respond the speaker.

b. Definition of Listening

As one of the language skills, listening is the ability to understand what other people say. Rost stated that listening is catching what the speaker actually says.¹⁶ Thomlinson 'as cited by Hamouda' stated that listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speakers grammar and vocabulary and comprehension of meaning. An able listener is capable of doing this.¹⁷ From several definition above it can be concluded that listening is about listeners' ability in catching what the speaker actually means by identifying speaker's words or vocabulary, speaker's accent, speaker's pronunciation, grammar used by the speaker, speaker's gesture or action, and listeners' ability withdraw a comprehension or meaning of what have been told by the speaker.

In the other hand, Wilson stated that listening is extremely active process, but all the activity happens in the mind. Listeners guess, predict, infer, criticize and, above all, interpret.¹⁸ It means that listeners can guess, predict, infer, and criticize the meaning of what have been told by the speaker in order to understand what speaker means. Nevertheless, the listeners still need to listen and identify the speaker vocabulary, accent, pronunciation, grammar, and even action

¹⁶Rost, *Teaching and Researching Listening*, 2-4.

¹⁷Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," *HR Mars: International Journal of academic research in progressive and development*, no. (2013): 117, <https://doi.org/2226-6348/hrmars.v2i2.32>.

¹⁸Wilson, *How to Teach Listening*, 212.

first so that the listeners will not miss understanding of what speaker actually means.

c. Listening Comprehension

In order to understand what the speakers say, there are some process included. According to Rost listening comprehension is regarded as a complex process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical, structures, stress and intonation, as well as other use of linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.¹⁹ It means that comprehending what the speakers have told needs students' prior knowledge of vocabulary, students' capability on understanding grammatical of sentence or phrase has been told, recognizing stress and intonation. It also means that listening comprehension is difficult because the listeners need to identify or match those things at the same time in order to comprehend what have been told.

d. Listening Difficulties

It is not easy to understand what we are listening to. According to Wilson listening is considered a difficult skill. "The difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment."²⁰

¹⁹Michael Rost, *Teaching and Researching Listening*, 117.

²⁰Wilson, *How to Teach Listening*, 12.

1. Characteristic of the Message

This refers to word boundaries such as unknown words, lexical density (short spaces of time between content words, forcing the listener to concentrate harder), and complex grammatical structures, unfamiliar topic inside the message, and text type. But, knowing written form is no guarantee that students will know the spoken form because the students might miss in hearing.

2. Characteristic of the Delivery

Delivery is a vital factor. Here we will know first reciprocal and nonreciprocal listening. Reciprocal means that the listeners involves interaction with the speaker or listeners listen to the conversation straightly. Meanwhile, nonreciprocal means opposite of reciprocal. After all, the delivery actually refers to the speaker's accent, number of speaker, duration, and pronunciation of the speaker.

3. Characteristic of the Listener

This refers to listener condition such as anxiety, boredom, tiredness, sick. For example, the listener having a cold (blocked sinuses affect the aural system), and earache. Thus, the students cannot listen to the speakers well.

4. Characteristic of the Environment

This refers to the environment of the listeners when he/she listen to the speaker such as hot or too cold temperature of the room, background noise, and defective equipment which affects a recording become unclearly spoken.²¹

²¹Ibid., 14.

It means that difficulties that the students get in listening can be vary. The difficulties can be the message, environment, delivery, and the listener. Those difficulties will interfere the students in listening to the dialogue. It is in consonance with Hamouda (as cited in Darti) who stated that there are a lot of listening difficulties faced by students.²² Thus, it is clear that the various difficulties that met by the students can interrupt listening comprehension process especially they who learn English as foreign language in non-native setting.

Beside Wilson, there are still many theories that define difficulties in listening. Richard in Brown stated the difficulties of listening in different ways. They can be seen as follows:

1. Clustering: attending to appropriate “chunks” of language—phrases, clauses, constituents.
2. Redundancy: recognizing the kinds of repetitions rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition.
3. Reduced forms: understanding the reduced forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented.
4. Performance variables: being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech.
5. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.
6. Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continues.

²²Darti, “Analyzing Students’ Difficulties towards Listening Comprehension” (Thesis, UIN Alaudin, 2017), 12.

7. Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost much more difficult than understanding the smaller phonological bits and pieces.
8. Interaction: managing the interactive flow of language from listening to speaking to listening, etc.²³

In the other side Penny stated the difficulties faced by the students in listening as follows: “1. The students encounter difficulty in catching the actual sounds of the foreign language. 2. The students think that they have to understand every word; if the students miss something, the students feel they are failing and get worried and stressed. 3. The students can understand the speaker if they talk slowly and clearly but the students cannot understand fast, natural, native-sounding speech. 4. The students need to hear things more than once in order to understand. 5. The students find it difficult to ‘keep up’ with all the information the students are getting, and cannot think ahead or predict. 6. If the listening goes on a long time the students get tired, and the students will be more difficult to concentrate.”²⁴

It is clearer that difficulties faced by the students can be by the delivery, the listener, the message, and environment. The listener can be bored or worried when they do the listening activities which causes they do not focus anymore to the speaker or they can easily distracted. The difficulties in listening can be the delivery or sounds because the accent of the delivery is different so the students need to hear more than once in order to understand the words. It can be the message in spoken words because speakers use unfamiliar words so that the students cannot understand the words. It can be the environment that

²³H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, 2nd Ed (California: Longman, 2000), 122.

²⁴Ur, *A Course in Language Teaching: Practice and Theory*, 43.

noise so that the students' are difficult to concentrate and as a result the students cannot catch the words. Thus, it can be construed that listening difficulty can be by four categories, they are: character of the message, character of the delivery, character of the listener, and lastly character of the environment.

Students that know writing form do not mean they can recognize speaking form of that word. Bloomfield et al. and Walker in Gilakjani mentioned that one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print. As a matter of fact the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students.²⁵ it can be concluded that the way the words pronounced by the speakers become difficulties for students. Eventhough the students know the writing form that does not mean the students will recognize speaking form. The difficulties of the students cannot recognize speaking form are speakers' accent, intonation, and speakers' pronunciation.

In addition, Hermawan stated that there are two factors that influence difficulties in listening, they are:

1. Internal Factor

Internal factor that can influence listening process are hearing problems (an earache) and physical condition, listeners lack of concentration, listeners cannot control the speed of speech,

²⁵Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *Canadian Center of Science and Education*, no. 6 (2016): 127-128, <http://dx.doi.org/10.5539/elt.v9n6p123>.

sometimes listeners think other than meaning sense, learners have low motivation.

2. External Factor

External factors include family factor as the background of the family and family support, material factor such as nothing new in material or quality of the material is bad, speaker factor as style and speaking technique.²⁶ In short Hermawan stated that there are two factor that influence listening difficulties. First internal factor such as the listeners lack of motivation, get bored, lack of concentration, cannot control the speed of speech, and earache. Second external factor, the difficulties caused by it is something outside the listeners such as the audio has bad quality, speaker style in speaking (talking to quickly, unfamiliar accent, intonation), noises around the listeners, room temperature, scenery outside the class, time pressure or even their family background.

From several explanation above it can be concluded that the difficulties in listening are 4 chategories, they are; characteristic of the message, characteristic of the delivery, characteristic of the listener, and characteristic of the environment. Meanwhile the factors influence the listeners' difficulty are internal factor and external factor. Internal factors appear because the listener lack of concentration, lack of vocabulary, listener cannot ask the speaker to repeat, the listener have less energy than usual, the listener is sick, tired or, even get bored. Meanwhile, external factors appear because the speaker do not speak

²⁶Herry Hermawan, *Menyimak Keterampilan yang Berkomunikasi Terabaikan*, (Yogyakarta: Graha Ilmu, 2012), 49.

loudly enough, speaker styles in speaking, the sound system is bad, the recorded material is low quality, unfamiliar topic, unfamiliar words, loud noises, time pressure, view of outside activity or scenery, interruption like phone notification, and room temperature. In conclusion, the researcher find the difficulties based on Wilson's theory; characteristic of the message, characteristic of the delivery, characteristic of the listener, and characteristic of the environment. Then, after finding the difficulty of the students, the researcher defined which factors of difficulties in listening that influence students' difficulties based on Hermawan's theory and based on the data that researcher get from four chategories of difficulty in listening by Wilson.

e. Listening Purpose

Human always has purpose in listening. According to Wilson "the primary purposes of human listening, then, are information-gathering and pleasure, though there are other reasons, such as empathy, assessment and criticism".²⁷ It means that there are strategies in listening that the listeners can use in order to fulfill their purpose. Wilson stated there are four strategies to fulfill the listeners' purpose. They are:

1. Listening for gist

This refers to the occasions when we want to know the general idea of what the speaker said, as well as who is speaking to whom and why, and how successful they are in communicating their point.

²⁷Wilson, *How to Teach Listening*, 10.

2. Listening for specific information

This refers to the occasions when we don't need to understand everything, but only a very specific part. For example, while listening to a list of delayed plane, listeners are only interested in hearing news about particular part that they want to catch. Therefore, they listen selectively for this specific information. They ignore everything else.

3. Listening in detail

This refers to the type of listening listeners do when they need to find errors or determine differences between one passage and another. They cannot ignore anything because, unlike listening to a list of delayed plane, they don't know exactly what information will help them to achieve their task.

4. Inferential listening

This refers to the type of listening listeners do when they wish to know how the speaker feels.²⁸

It means that in listening the listeners can choose which listening types that they need when they listen to speakers. Of course, it is based on what the listeners' need. For example, the listeners can use listening for gist when they want to know general idea of the speakers, they can use listening for specific information when they only want to know specific information so that they do not need to waste their time hearing all of what speakers say.

²⁸Ibid.

f. Kinds of Listening

There are some theories that define kind of listening. According to Harmer there are two kinds of listening extensive and intensive listening.

1. Extensive listening which the students often do away from the classroom, for pleasure or some other reason. The audio material they consume in this way - often on CDs in their cars, on MP3 players, DVDs, videos or on the Internet - should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.
2. Intensive listening is different from extensive listening in that students listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.²⁹

It means that listening can be done anywhere and for different purpose for example the students listen to the song or dialogue in a movie in their house which allow them to use subtitle but for academic reason or intensive listening the students will not be allowed to use subtitle but the option of kinds of listening material the students listen to still can be various. Meanwhile, Willis divided kinds of listening become several kinds, they are:

²⁹Jeremy Harmer, *How to Teach English*, (Edinburgh: Pearson, 2007), 134.

- | | |
|------------------|----------------------------|
| 1. Dialogue | 6. Interview |
| 2. Discussions | 7. Songs |
| 3. Stories | 8. Lectures |
| 4. Talks | 9. Broadcast |
| 5. Advertisement | 10. Telephone conversation |
- Instructions, and etc.³⁰

From the definition above, it can be concluded that kind of listening are extensive and intensive listening. Meanwhile, the material in listening that we engage day to day in extensive and intensive listening can be various kinds. For instance, the listeners can have dialogue and monologue as kind of material in extensive listening. Dialogue and monologue are types of oral comprehension. According to Lamara “Dialogue and monologue are universally acknowledged to be the main types of oral comprehension. Most of the listening text should contain dialogues for general ELT course, as they are the significant part of authentic communication.”³¹ It can be concluded that having dialogue as listening material is important because dialogue in listening material can show the nature of language itself. The listeners will know how the native of English do communication so that dialogue in listening comprehension is really needed even dialogue also become the first section of TOEFL test.

³⁰Jane Willis, *Teaching English through English*, (London: Longman, 1981), 134.

³¹Lamara and Kadagoze, “Different Types of Listening Material,” *IBSU International Refereed Multi-diciplinary Scientific Journal*, no.1 (2006): 148, <https://doi.org/10.30763/jv.3232>.

2. Dialogue

a. Definition of Dialogue

Dialogue is a type of speaking. Brown stated Dialogue involve two or more speakers.³² Brennan stated that dialogues are conversations between two participants. Meanwhile, Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively.³³ It means that dialogue is a conversation between two person or more. It is verbal exchange of ideas between people. The conversation in dialogue usually involves two speakers. They are typically man and woman who talk to each other about particular topic.

Dialogue in listening can be mediated. It is in consonance with Brennan who stated that dialogue may also be mediated, such as when electronic technology is used for speech or text. This entry takes an interdisciplinary approach to defining conversation and its key characteristics, and such fits the standard vision of how dialogue would function in the classroom.³⁴ It means that there are a bunch of resources of recorded dialogue for listening material. It also means that the teachers can easily find the dialogue that discuss various topic for students in which that is good for students engagement.

Dialogue is very useful to present real situation of real language. It is consonance with Akbar who stated that dialogues are very useful technique once on an initial set of vocabulary is understood. The purpose of using dialogue is to present a situation of

251. ³²H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*,

³³Brennan, *Dialogue and Conversation*, 1.

³⁴Ibid.

real language before students meet the real thing.³⁵ It can be concluded that dialogue as one of materials in listening is a short conversation between two person talking about particular topic. It can be a man and a woman, man and man, or vice versa. It also means that using dialogue in foreign language learning is extremely important because it presents real situation of the language itself especially in listening. Therefore, dialogue can enable the students to understand native speakers, enable them to do communication with native speakers or their friends.

b. Dialogue Position in Listening

Even though dialogue is a type of speaking, it is also apart of listening skill. Willis stated that dialogue position in listening is kinds of material.³⁶ Lamara stated that The teachers usually give dialogue as listening material to their students so that the students can feel real situation of the language. As Brennan said before that dialogue can be mediated so that it allows the teachers to give dialogue from various speakers such as native. According to Lamara listening text should contain dialogues for general ELT course, as they are the significant part of authentic communication.³⁷ it means that dialogue in listening is important and need to be given to the students by the teachers because dialogue is a tool of communication that show nature setting of a spoken language. Thus, if the teachers use dialogue as their listening material, the students can feel how the language spoken by native speakers ever further than that the students will be able to do communication.

³⁵ Angger Prabowo Akbar, "The Implementation of Dialogue by the English Teacher in Teaching Speaking" (Thesis, University of Kediri, 2018), 3.

³⁶ Willis, *Teaching English Through English*, 134.

³⁷ Lamara and Kadagoze, *Different Types of Listening Material*, 148.

c. Students' Difficulties in Listening to the Dialogue

In primary school or university, students learn about listening. However, still they encounter some problems and difficulties. As stated before that listening is a skill of understanding the speakers. Dialogue is one of the materials in listening. Thus, it is possible that students face some difficulties in listening to it.

B. Relevance Research

There were many researchers that investigate listening problem. Firstly, the research related to students difficulty in listening was conducted by Henny Yulia, and Neti Lastri, in her research entitled "*An Investigation of Listening Comprehension Problems Encountered by third semester students of english education study program at Baturaja University*". This research is about dominant problems that faced by the students which consists of listening material, physical setting, lack of concentration, linguistic aspect, and the listener. Method of this research is descriptive qualitative. This research found that the physical setting become the dominant problem of the listening comprehension. As the result of the students' answer, 34,86% as the dominant percentage than other factors, especially for loss concentrated with poor recording quality be dominant percentage in physical setting factor.³⁸

Secondly, Hamouda found in his research entitled *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. This research used quantitative and qualitative methods of data collection. This study was carried out with the participation of 60 first

³⁸Henny Yulia and Neti Lastri, "An Investigation of Listening Comprehension Problems Encountered by Third Semester Students of English Education Study Program at Baturaja University," *Jurnal Elsa*, no. 17 (2019): 61, <https://doi.org/22/24032/dsn.22ag345>.

year student majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. Data was gathered by means of questionnaires and interview. The research found that accent, pronunciation, speech of speech, insufficient vocabulary, different accent of speaker, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.³⁹

Third, Abidin in his research entitled *English Listening Comprehension Problems of Students from China Learning English in Malaysia*. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Science Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning. The interview was conducted to investigate students' perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while listening and post-listening. Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge in English vocabulary, and this inhibits their understanding in the listening process. Moreover, the differences in the accent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habits of Chinese students were discussed as the problems of the ELC learning.⁴⁰

³⁹Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," *HR Mars: International Journal of academic research in progressive and development*, vol. 2 no. 2 (2013): 113-139, <https://doi.org/2226-6348/hrmars.v2i2.32.ijje.v1i02.1804>.

⁴⁰Muhamad Japre Zainol Abidin, "English Listening Comprehension Problems of Students from China Learning English in Malaysia," *Language in India*, vol.13, no. 4 (2013): 381-395,

Fourth, Anadapong mentioned in his research entitled *A Study of English Listening Problems and Listening Proficiency of Business At Bangkok University*. This study was conducted with thirty of Business student at Bangkok University with the aim investigating their English listening problem and listening proficiency. Questionnaire, IELTS test, and Interview were used in this study as tools to collect data. As a result, the data was analyzed by using SPSS. The result of the study revealed that students' main reason that caused listening problem for them is the listening text. However, the factors that mostly caused listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials.⁴¹

Lastly, Yousif mentioned in his research entitled *Listening Comprehension Difficulties as Perceived*. The study investigated lecture comprehension problems of first year students listening to lectures in a FL subject matter classroom. Data was collected regarding the lecture comprehension difficulties of these students by means of a short open-ended questionnaire and interview. The subjects of the study were 50 first-year students majoring in English in their second semester at Almajmah College of Education. They were admitted to the English department on the merit of acquiring 80% or more on the school certificate examination. The analysis of the data provides an index of linguistic, conceptual, discourse, acoustic, environmental and psychological variables that hinder effective comprehension. The results of the study have implications for both EFL teachers and subject matter lecturers in the particular setting in which it was conducted as well as in similar FL tertiary levels. They discussed several

<http://www.languageinindia.com/april2013/chinastudentsenglishfinal.pdf>

⁴¹Sudarej Anadapong, "A Study of English Listening Problems and Listening Proficiency of Bussines Students At Bangkok" (Thesis, Thammasat University Bangkok, 2011), 56-64.

obstacles that impact comprehension. These are divided into three main areas: listener factors, speaker factors and text factors.⁴²

Based on the previous research, most the student foreign language faced the difficulties of listening comprehension. There were many problems influence them such as problem related to the listening materials, basic linguistic problems perceived by listeners, the failure to concentrate, the listener, the speaker, and physical setting. While this research tried to find out the fourth categories of them, they are listening material or the message, the delivery, listener, and physical setting or environment using Wilson's theory. Then, define which factors influence difficulties in listening to the dialogue by Hermawan's theory.

C. Conceptual Framework

Listening is served to be crucial skill that need to be learnt in learning English as foreign language because listening is the key in knowing a language also key to speaking. Particularly in the workplace, listening skill is used at least three times more than speaking, and four to five times more than reading and writing. Meanwhile, listening skill is a complex active skill of interpretation in which listeners match what they hear and what they have already known. It might be difficult for foreign language students but listening skill need to be master espeacially for foreign language students for many reasons such as communication, academic, job, travel, etc.

Considering the importance of listening in language learning and teaching. It is essential for language teachers help their students become better listener. Further more a lot of students still find difficulties in listening to the

⁴²Amna Abdelgader Yousif, "Listening Comprehension Difficulties as Perceived," *A.H, Lang almajmah*, vol.19, no. 3 (2006): 35-44, <https://doi.org/10-37624042/klm.v6i>.

dialogue. It means that the teachers should know their difficulties. Difficulties that students get may be a lot but solving inability of the students in listening to the dialogue is teachers' responsibility. Thus, the researcher wants to give a help.

Theoretically explanations of listening there are four categories of difficulties for learners when they listen to a spoken text, they are characteristic of the message, characteristic of delivery, characteristic of listener, and characteristic of the environment. There are two factors influence students' difficulties; internal factor and external factor. Teacher and students responsible to know what is their difficulties in order to solve the problem. Therefore, all of the difficulties for each factors need to be identified in order to find the students' difficulties in listening to the dialogue and in order to locate the sources of listening difficulties to the dialogue we need to consider the discourse itself in the context of the classroom.

Although a number of studies have been conducted concerning students' listening problems. While this research only focused on the difficulties encountered by students and factors influence them. As the results, this research attempted to analyze the students' difficulties in listening to the dialogue at twelfth grade social students of SMAN 1 Liwa in the academic year 2020/2021.

REFERENCES

- Abidin, Mohamad Japre Zainol. "English Listening Comprehension Problems of Students from China Learning English in Malaysia". vol.13. no. 4 (2013): 381-395,
<http://www.languageinindia.com/april2013/chinastudentsenglishfinal.pdf>
 accessed on February 12th 2020.
- Akbar, Angger Prabowo. "The Implementation of Dialogue by The English Teacher in Teaching Speaking". Thesis. Universitas Kediri, 2018.
- Allen, Madelyn Burley. *Listening the Forgotten Skill A Self-Teaching Guide*, 2nd Edition. New York: John Wiley & Sons Inc, 1995.
- Anderson, Gary and Arsenault, Nancy. *Fundamental of Educational Research*. London: The Falmer Press, 2005.
- Anadapong, Sudarej. "A study of English Listening Problems and Listening Proficiency of Bussines Students At Bangkok". Thesis, Thammasat University Bangkok, 2011.
- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Pt. Renika Cipta, 2013.
- Brennan, E. Susan. *Dialogue and Conversation*. London: Sage Publications, 2010.
- Broughton, Geoffrey. et al. *Teaching English as Foreign Language*, (2nd ed). New York: Routledge, 1980.
- Brown, H. Douglas. *Teaching by Principle An Interactive Approach to Language Pedagogy*, 2nd Edition. California: Longman, 2000.
- Creswell, W. John. *Educational Research*, 4th Edition. New York: University of Nebraska, 2012.
- Creswell. W. John. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston : Pearson Education, 2012.
- Darti. "Analyzing Students' Difficulties towards Listening Comprehension". Thesis. UIN Alaudin, 2017.
- Esterbeg, G. Kristian. *Qualitative Methods in Social Research*. New York: Mc.Graw Hill, 2002.

- Field, John. *Listening in the Language Classroom*. Cambridge: Cambridge University Press, 2009.
- Gilakjani and Sabouri. "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review". *Canadian Center of Science and Education* Vol. 9. No. 6 (2016): 127-128, <http://dx.doi.org/10.5539/elt.v9n6p123>.
- Hamouda, Arafat. "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom". *HR Mars: International Journal of academic research in progressive and development* vol. 2 no. 2 (2013): 113-139. <https://doi.org/10.32332/ijie.v1i02.1804>.
- Harmer, Jeremy. *How to Teach English*. Edinburgh: Pearson, 2007.
- _____. *The Practice of English Language Teaching*. United Kingdom : Longman Publishing, 2002.
- Hermawan, Herry. *Menyimak Keterampilan yang Berkomunikasi Terabaikan*. Yogyakarta: Graha Ilmu, 2012.
- Hien, Trinh Vinh. "Difficulties and strategies in listening comprehension". Thesis. Lac Hong University, 2015.
- Krismawati, Dwi. *English Teacher of SMAN 1 Liwa*. Interview. March 3rd, 2020.
- Lamara and Kadagoze. "Different Types of Listening Material". *IBSU International Refereed Multi-diciplinary Scientific Journal*. No. 1 (2006): 148, <https://doi.org/10.30763/jv.3232>.
- Lodico, G. Marguerite. *Methods in Educational Research from Theory to Practice*. San Fransisco: A Wiley Imprint, 2006.
- Marguerite, et.al. *Methods in Educational Research: from Theory to Practice*. San Francisco: Jassey-Bass, 2006.
- Maulida, Raihan. "An Analysis of Students' Difficulties in Learning Listening". Thesis. UIN Ar-Raniry, 2018. <https://repository.ar-raniry.ac.id/2763/>. accessed on February 20th 2020
- McMillan, H. James. and Schumacher, Sally. *Research in Education: A Conceptual Introduction*. New York: Longman, 2001.
- Miles, Matthew B. and A. Michael Huberman. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications, 1994.

- Natasya, et al. *Qualitative Research Methods: A Data Collector's Field Guide*, New York: Asaid, 2005.
- Nation, I. S. P. and Newton, Jonathan. *Teaching ESL/ELF Listening and Speaking*. New York: Roudledge, 2009.
- Penny. Ur. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 1999.
- Rainy, Ikhsanudin, and Sumarni. "Analyzing Students' TOEFL Listening Comprehension Test Performance". Thesis. University of Tanjungpura, 2018.
- River, W.M. and Temperly. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. New york: Oxford University, 1978.
- Rost, Michael. *Teaching and Researching Listening*. 2nd Edition. London: Pearson Education Limited, 2011.
- Schultz, Katherine. *Listening: A Framework for Teaching Across Differences* New York: Columbia University, 2003.
- Siegel, Josep. *Exploring Listening Strategy Instruction through Action Research*. London: Palgrave Macmilan, 2015.
- Sugiyono. *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2010.
- _____. *Cara Mudah Menyusun : Skripsi, Tesis, dan Disertasi*. .Bandung : Alfabeta. 2013.
- Willis, Jane. *Teaching English through English*. London: Longman, 1981.
- Wilson, JJ. *How To Teach Listening*. Edinburg: Pearson Longman, 2008.
- Yousif, Amna Abdelgader. "Listening Comprehension Difficulties as Perceived". *A.H Lang Almajmah* vol.19, no. 3. (2006): 35-44, <https://doi.org/10-37624042/klm.v6i>.
- Yulia, Henny and Lastri, Neti. "An Investigation of Listening Comprehension Problems Encountered by third semester students of english education study program at Baturaja University". *Elsa Journal*, no. 17 (2019): 61, <https://doi.org/22/24032/dsn.22ag345>.